

Title	Initiatives aimed at reducing poverty with sport : A case in the Netherlands
Author(s)	Okada, Chiaki
Citation	Osaka Human Sciences. 7 p.19-p.33
Issue Date	2021-03
oaire:version	VoR
URL	https://doi.org/10.18910/78938
rights	
Note	

Osaka University Knowledge Archive : OUKA

<https://ir.library.osaka-u.ac.jp/>

Osaka University

INITIATIVES AIMED AT REDUCING POVERTY WITH SPORT: A CASE IN THE NETHERLANDS

CHIAKI OKADA¹⁾

Abstract

The Homeless World Cup (HWC) is an international futsal event in which only homeless people can participate. Over 500 players annually are sent from over 60 countries by national partners (NPs) that conduct selections and daily team activities. Life Goals Foundation (LGF) is one of the NPs, established in 2010 in the Netherlands, that aims to help vulnerable people on the edges of society integrate through sports. The foundation provides special sports programs for people who have faced major negative life events (LGF's webpage). One of the distinctive features of LGF is its Social Sport Coaches (SSCs): LGF operates sport programs at 24 venues in the Netherlands under the supervision of specially trained SSCs. The authors conducted semi-structured interviews with a total of 15 SSCs, mainly in English (Dutch ↔ English for two persons). These interviews were held in December 2018 and lasted approximately 26 minutes each. The key themes of all interviews were: (1) background information, (2) sport careers, (3) coaching careers, (4) activities as an SSC, and (5) opinions on the combination of sports and vulnerable youth. Prior to these interviews, The author held pre-interviews with the staff members of LGF in (1) 2017 in Oslo, the venue of the HWC of that year, (2) 2018 in Utrecht, and (3) 2018 in Osaka. The authors noted several outcomes/contributions of LGF's and SSCs' activities from our conversations with the interviewees, and successful examples, in particular, of proactive socialization through commitment to sport activities. LGF seems not to set the typical goals of success based on an ideal model of participation in their activities, but tries to accept each participant's circumstances and sets goals according to each person's needs. Although the LGF's activities are officially supported by government policies and budgets, the concept of the SSC itself has limitless potential for poverty reduction through concrete sports achievements.

Key Words: sport and poverty, Homeless World Cup, futsal, the Netherlands

This article is the English translation of the original one "Okada, C. (2020). Initiatives for Poverty Reduction Through Sport in the Homeless World Cup: The Case of the Netherlands". *Bulletin of the Graduate School of Human Sciences, Osaka University*, **46**, 23–38 (in Japanese)".

1) Graduate School of Human Sciences, Osaka University, 1-2, Yamadaoka, Suita, Osaka 565-0871, Japan

1. Introduction

Sport for Development and Peace (SDP), a movement that aims to solve various social problems through sports, has rapidly developed while incorporating knowledge of multiple fields of study, such as development studies, sociology, pedagogy, anthropology, and economics. Recently, the SDP movement is considered indispensable while hosting international athletic competitions such as the Olympics and Paralympics. There has also been an increase in SDP-related activities in Japan ahead of the Tokyo Olympic and Paralympic Games. Therefore, it is important to reconsider the effectiveness of sports as a tool in fighting poverty, which is the root cause of many developmental and peace-building issues.

The Homeless World Cup (HWC) is an example of a global initiative aimed at reducing poverty through sports. It is a futsal competition which has been held every year since 2003. It aims to eliminate homelessness from society and create opportunities for homeless people to change their lives. The 17th competition, held in July and August 2019 in the Welsh capital of Cardiff, saw 44 men's teams and eight women's teams participating. Mexico was crowned world champions in both the men's and women's games.

As the name shows, the participants of the HWC tournaments are homeless people; however, each country has a different definition of homelessness. In addition to developing countries, several developed countries participate in the HWC; therefore, it is necessary to capture homelessness by considering both absolute and relative poverty. Each country participating in the HWC has a National Partner (NP) organization that is familiar with poverty, homelessness, and other social issues, and supervises relief activities in each country. These partner organizations have extremely different backgrounds, including welfare facilities, treatment facilities for alcohol and drug addiction, youth development organizations, and orphanages. They also differ in their terms of relationships with national and local governments, their scale of operations, and the target beneficiaries.

In this study, we examine the activities of the Life Goals Foundation (LGF), an NP organization based in the Netherlands, to understand poverty and homelessness in the country and explore the role of sports in alleviating and resolving these issues. In addition, this study aims to understand the importance of sports in contemporary Dutch society from a social welfare perspective.

2. Background of the research

2.1. *The Homeless World Cup*

The HWC is an annual international street futsal competition, which was first held in 2003. The Homeless World Cup Foundation, the municipality of the host city, and cooperating

organizations that include national partner (NP) organizations form the executive committee. They had hosted the competition in 16 cities worldwide as of 2019. The rules dictate that individuals over 16 years with no prior experience of playing in the HWC can participate in the HWC provided they fall into all or any one of the following groups: (1) having had experience of being homeless for three weeks or longer in the year leading up to the tournament, or are making a living selling street papers; (2) have received treatment for drug or alcohol addiction within the past two years; (3) have claimed asylum, or are in the process of claiming it, within the past year. In addition, the athletes are selected by NP organizations based on criteria set by their country, considering the level of poverty and circumstances of homelessness. According to the HWC Foundation, NPs have to train and select athletes and make arrangements to send them to participate in the HWC, but many NPs conduct their own activities in their countries. In recent years, some NPs have defined the sending out of athletes as part of their organizational activities and expanded their operations. Further, specific organizations decide on the sending out of athletes to the HWC, depending on the year.

2.2. Research methods

A survey was conducted between February 12 and 16, 2019 in Utrecht, where the LGF headquarters is located, in the capital city, Amsterdam, and in the southern city of Dordrecht. The survey, in the form of semi-structured individualized interviews, primarily in English, was conducted with 15 coaches handling the LGF activities (two of the coaches used Dutch \Leftrightarrow English interpreters during the interviews). All interviews were conducted anonymously, and interviewees were informed about the purpose of the study and data privacy prior to the survey. Furthermore, the interviewees were asked to sign a consent form if they agreed to the audio recording of the interviews and the use of data for research purposes. The entire process per interview, including the consent, took 26 minutes on average.

Prior to this survey, the author visited the three cities in 2017 to gather information on activities taking place, the participants, and welfare systems in each site, as a form of the preliminary survey. In addition, meetings and discussions were held with the LGF staff at (1) the HWC tournament venue in 2017 (two persons), (2) LGF Administrative Office in Utrecht in 2018 (four persons) and (3) visiting Dutch members at the Osaka University in 2018 (two persons). This helped the author understand the relationship between the Dutch welfare system and sports, LGF's operations, and its relationship with public institutions. Throughout this period, two researchers from Utrecht University also helped with information on the circumstances of Dutch sports and welfare activities. Based on this and in collaboration with the two LGF coaches, survey questions were selected. As LGF had already been evaluating the athletes' activities and aggregating and analyzing data, in this study the author focused on interviewing the coaches to analyze and evaluate the athletes' future activities.

2.3. *The welfare system and sports in the Netherlands*

In the Netherlands, the Ministry of Health, Welfare and Sport is responsible for the sports policies, and the association between welfare and sport is relatively close. In the 1990s, the Dutch government changed its focus from competitive sports, which primarily focused on producing elite athletes, to lifelong sports. The 2011 sports budget was 12.9696 billion JPY(equivalent), with approximately 68% of this being intended for activities related to “Sports For All” (De Bosscher et al., 2015). The author will discuss the promotion of competitive sports by the Olympic Committee and various sports foundations in a separate paper. This article focuses on the efforts of Dutch public-private partnerships that have supported the policies of lifelong sports, which are based on the slogan “Sports for all youths.”

The sporting opportunities of Dutch people include activities such as cycling and jogging, as well as training in private fitness clubs and community sports clubs (CSC). The CSCs are at the core of organized sporting practices in the Netherlands, where local governments provide part of the operating budget and locations such as grounds and gymnasiums, which are club-designated fields and public facilities. The management of these facilities and clubs is conducted by volunteering club members, where each club member, in addition to paying the club membership fee, contributes to the clubs through (1) club management, (2) coaching, (3) public relations and advertisements, and (4) other miscellaneous activities (for example, helping and cleaning of bars that are attached to the facilities etc.). In the Netherlands, it is said that approximately six million people, around one-third of the total population, are members of some sort of sports club, and 28,000 sports clubs and 88 organizations are members of the Olympic Committee and the International Sports Federation (Yamaguchi, Yamaguchi, & Aoyama, 2016). The large-scale CSCs in the Netherlands have more than 30 teams of different sports, at different age and competitive levels, and it is said that “CSCs function not only as a place for sports but also as a place where people can belong”¹⁾.

The welfare policy of the Netherlands focuses on labor, youth development, elderly care, and housing, with each local government in charge and semi-public and semi-private



Photo 1. A CSC facility



Photo 2. Bar in the club facility

1) From the 2017 interview of Mr. Schaling, an LGF headquarters staff member.

organizations providing on-site services. In recent years, there have been increasing attempts to link welfare and CSCs in some local governments, with the major objective being youth development²⁾. Some regions utilize the talents of people known as care-sports connectors, described as those appointed to support the participation of socially vulnerable individuals in sports. They are mainly required to promote and facilitate collaboration between youth development organizations and CSCs (Hermens et al., 2017a). Although it is required to utilize the established mechanism of CSCs for welfare, most care-sports connectors are sports instructors who opine that there are not sufficient training or educational opportunities or licensing systems³⁾. The history of the link between welfare and sports is a short one, and how sports are positioned in society depends on the relationship between local governments and welfare organizations. In addition, the importance of nurturing care-sports connectors that understand both sports and welfare, as well as the importance of training sports coaches that have knowledge and experience related to welfare, has been pointed out.

In the Netherlands, there has been a 74% increase nationwide in the number of homeless people between 2006 and 2016, and it has been reported that shelters for the homeless in four of the biggest cities in the Netherlands have been in a state of overcapacity⁴⁾. While a rise in housing prices has been considered as the main reason behind this, it has also been noted that “depression and lethargy among young people in the face of inequalities and injustice have been major problems”⁵⁾. The Life Goals Foundation, described in detail in the next section, is one of the advanced examples of activities that combine sports and welfare for these groups.

3. Life Goals Foundation (LGF)

3.1. Summary of LGF activities

The LGF was established in 2010 with the support of the Christian social welfare organization, the Salvation Army, for bringing together through sports the socially vulnerable people who have been driven to the edge of society (LGF, 2019). As shown in Figure 1, LGF has 24 branch offices around the Netherlands, and offices conduct routine activities in each region. The headquarters in Utrecht have five full-time staff who monitor the activities of each branch, following up on Social Sports Coaches' (SSC) activities, promotion and public relations, coordinating with relevant organizations such as government agencies, and focusing on the following three projects: (1) hosting competitions such as the HWC; (2) training the SSCs; and (3) sending out athletes for the HWC.

The 24 LGF branch offices perform activities led by coaches and are issued licenses

2) From the 2017 interview of Mr. Hermens from Utrecht University.

3) From the 2018 interview of Mr. Jagar, an LGF headquarters staff member.

4) From the website of FEANSTA, an NGO working on the homeless problem in Europe. <http://www.feansta.org/en> [08/20/2019]

5) From the 2017 interview of Mr. Hermens from Utrecht University.

after the end of the SSC training, described in detail in the following section. The details of activities are left up to the supporting organizations and SSCs, and these activities target several people, including individuals addicted to alcohol or drugs, ex-convicts, victims of domestic violence, homeless individuals, teenage mothers, and mentally disabled individuals. In general, organizations that support youth development and socially vulnerable persons, who are active in various regions, enter into a branch agreement with LGF when incorporating LGF methods and activities such as football and futsal. The agreement and license fees ensure they conduct activities using the methods and teaching materials of LGF for one year, and it is explained beforehand that organizations vary in structure and content. For example, in the case of homeless people, the Salvation Army tends to work alone, whereas, in areas where there are many refugees, different support groups may be involved in the program. There are various combinations, and multiple organizations unite in the form of “Life Goals”⁶⁾. Between 2015 and 2018, 130 regions across the country ran programs that provided sports opportunities for more than 4,600 people who were under socially difficult circumstances.



Figure 1. Branch office locations of Life Goals Foundation (as of January 2019)

Source: LGF website

The athletes sent to compete in the HWC are selected based on the recommendations of the branches. They are not selected due to their ability in football but rather due to their skills in (1) teamwork, (2) communication, (3) path view (road map), (4) positivity, and (5) confidence. The selected athletes then undergo training in Utrecht, where the LGF headquarters is located. The training emphasizes accepting defeat⁷⁾. There are various sides to winning and losing in a game, and winning a game is not necessarily the only form of victory. Athletes

6) From the 2018 interview of Mr. Schaling, an LGF headquarters staff member.

7) From the 2018 interview of Mr. Schaling, an LGF headquarters staff member.

need to experience, other than victory or loss, a good attitude, manners, and intercultural understanding by participating in sports, and it is believed that the role of LGF is to provide environments and scenarios to make this possible. In other words, the HWC is not the endpoint of LGF activities in which athletes participate for winning, but an opportunity that LGF provides to encourage learning in each athlete.

When it was first established, LGF, like many NPs in other countries, was an organization that conducted its own activities, organized teams, and sent athletes to the HWC. Having hosted the 13th HWC in 2015 and also having achieved some success by that time, the LGF consciously tried to change toward an awareness-raising group from an activity-based group. The biggest reason for this was that while holding competitions in various places to expand the area of activities, the organization found that there were differences in coaching skills and felt the need to adjust these levels⁸⁾. This refers to teaching skills that promote the mental growth of an individual by focusing on the acquisition of social rather than sports skills. They saw an urgent need to develop coaches who understood both sports coaching and general health care⁹⁾, and it was decided that the organization would focus on the training of the SSCs.

3.2. Social Sports Coach: SSC

Since 2015, the LGF has been holding four-day training courses for SSCs, and approximately 350 people had obtained SSC licenses by the end of 2018. The course is conducted in an interactive format using the independently developed teaching materials shown in Table 1.

Table 1. Table of contents of the text “Social Sports Coach”

Prologue	Moving your body	Self-assessment and recovery of self-image	Definition
	15 years of heroin and methadone		Influence of the environment
	Saying goodbye to the past		What to start as an SSC
	As a life goals goodwill ambassador		Centered on individuals
Introduction	Sports in society	Self-development	Establishing goals
	What are life goals?		Roadmap: The many roads to success
	What is a social sports coach?		Case introduction
	What it takes to become an SSC		Definition
	Sports and social participation		Core values
	Practical method of life goals		Fun and safety
	About target groups		Self-affirmation
	Workbook for structural understanding		Restricted self-affirmation
As a coach	Individual leadership		Sports and self-affirmation
	Self-understanding		What to start as an SSC
	Classification of leadership		Roadmap: The many roads to success
	Organizing your mind		Case introduction
Social behavior	Definition	Hope for success	
	Culture		
	Building a team culture		
	Sense of belonging		
	Team aspects		
	What to start as an SSC		
	Roadmap: The many roads to success		
	Case introduction		

8) From the 2018 interview of Mr. Jagar, an LGF headquarters staff member.

9) From the 2018 interview of Mr. Jagar, an LGF headquarters staff member.

The course does not touch upon sports skills but teaches social techniques that promote personal mental care and growth of the athletes and recognition of their roles as members of a team. As shown in Table 1, various approaches are introduced step by step, with methods such as group work, activities, interviews and dialogues between participants. The course is carried out in the Dutch language, with a minimum of eight and a maximum of 16 participants, and the fee is approximately 1200 USD(equivalent). At the time of writing, over 350 persons including social workers, sports instructors, NPO personnel in various fields, students and researchers have completed the course, and as of 2018, 113 coaches were engaged in 24 branches across the Netherlands.

Among the participants, about 30% have been women and 70% men, and there is a strong preference to receiving training particularly when the target group (of activities) or affiliated group wants to incorporate sports when taking the next step in activities¹⁰⁾.

4. Results

The author carried out semi-structured interviews with 15 coaches and managers who had undergone LGF's SSC lectures and who run the program now. The main contents of the interviews included the five points of (1) individual attributes (age, affiliated organization, occupation, academic history, employment history etc.), (2) sports history (including sports other than football and futsal), (3) coaching history (level, licenses, performance and the trigger etc.), (4) LGF activities (duration of activities, content of activities, targets, individual benefits etc.) and (5) belief in sports and its impact on youth in socially-difficult situations.

The interviewees' ages ranged from 22 to 50 years, with a mean age of 36.9 years. There were two female and 13 male interviewees, with the longest duration of activity being 19 years and the shortest being two months. About five interviewees were high school educated and there were 10 with university education and only five amongst all the interviewees had played football competitively. Others had experience playing rugby, handball, basketball, and many other sports. In this chapter, the author will examine the specific outcomes of the LGF activities based on the information told by interviewees.

Many of the SSCs in LGF, although varying in levels from representing the country to participating in regional competitions, have had experience in competitive sports. Most of the coaches were coaching with the aim of improving competitiveness. They had acquired their SSC licenses because they found it difficult to deal with homeless people and those addicted to drugs and/or alcohol, and had felt the need for coaching that was not just about competitiveness. When asked about the significance of social coaching that SSCs aim for, they mentioned how they considered sports as being a "place".

10) From the 2017 interview of Mr. Schaling, an LGF headquarters staff member.



Photo 3. A scene from an SSC lecture



Photo 4. An SSC lecture in Japan

In my region, there are many youths that are unemployed and addicted to drugs. I am giving them the opportunity to practice sports so that they have a purpose to wake up in the morning and remain awake during the day and recognize that there are things to do by going outside.

(W, a 43-year-old coach and coordinator)

I've provided a place for us all to gather, drink tea and talk after the sports activities. It is important that the participants can make new friends and make plans together such as going touring or to the movies.

(M, a 22-year-old coach)

In our activities, we often see small disputes and skirmishes between the athletes. There's not much that can be done about the disputes themselves, but it is important to know how to fix such situations well and guide the athletes to being less stressed.

(J, a 24-year-old coach and coordinator)

The emphasis here was on understanding sports in a non-competitive manner, unlike what is generally seen. Participation in sports itself carries value, and since the goal is not to acquire skills or improve performance, it seems that similar values could be learnt from other activities as well. Lifestyle changes in athletes such as being organized, going out and making friends were noticed at first. It is believed that when such changes take place in the first stage, it is important for it to continue. In addition to individual changes, building of relationships with others has also been recognized as an outcome of sports.

There are opportunities to meet new people just by participating in sports. Participants who had been behaving in a self-centered manner, without listening to what the referee or other athletes were saying, started to recognize the presence of others more, and seemed more calm. The acknowledgement of others is an important element of sports.

(T, a 31-year-old coordinator)

Both highly proficient and not-so-proficient athletes want the attention of the coach. All athletes want to be seen, heard and respected. As a coach, I need to show that you are an important presence, not different from others in any way.

(J, a 43-year-old coach)

Most young boys and girls have a favorite sport. Through this sport, they realize that “I can run away” and “I can have pride”. In addition, they have a role within the group and feel accepted.

(K, a 50-year-old coach and social worker)

Although the author surmised that relationships with others refers to relationships between participants, expressed as “new friends,” the survey revealed an emphasis on the athlete interacting with a diverse section of people, such as referees, coaches and organization staff, rather than between athletes alone. The survey results showed how the coaches, who were the interviewees, were paying attention to the relationship between themselves and each participant, as well as how each participant was gaining self-esteem and becoming more aware of themselves as a member of society, by appreciating their relationships with others. The value of sports as a medium for creating relationships with others is defined in the basic idea for sports as “continued practice of sports allows one to realize the value of courage, self-esteem and friendship etc., while also growing personally, improving the health of mind and body and live a life full of purpose” (Japanese Ministry of Education, Culture, Sports, Science and Technology, 2018). As relationships with others become part of everyday life, it becomes possible for participants to acquire life skills that can be used in actual social life and for understanding society itself. As suggested by publications in recent years, multiple studies show that life skills such as leadership, setting goals, communication skills and emotional control are acquired through participation in sports (Johnston, Harwood, & Minniti, 2013; Jones & Lavalley, 2009), and acquisition of various life skills is understood to be the outcome of participation in sports.

Hagiwara (2013) performed socio-psychological assessments after elucidating the relationship between social support, continuation of sports and habituation. He stated that the process where athletes themselves proactively support their teammates helps them become aware of their own role and promotes competitive action as beneficial. Instructors and coaches are expected to encourage athletes to proactively and voluntarily provide social support related to competitive sports to their teammates, indicating the importance of two-way relationships with other participants in practicing sports. There were discussions about two-way relationships made in sports and socialization, also commonly explained by

the independent socialization theory which is the criticism of the initial theory where the socializee is unilaterally influenced by the social agent, while in recent years, the socializee is understood to be more independent and proactive (Yoshida, 1992).

By participating in activities, adolescents can learn positive ways to express themselves. Many of them do not know ways to express themselves and respect others to build good relationships. By learning the simple rules to survive in the society, they can have confidence and will be able to express themselves.

(J, a 45-year-old coach)

Many adolescents who are in socially-difficult circumstances do not know what the society is like. I think that through sports, they can understand working of things, flow of time, rules and mechanisms, to become better constituents of society.

(M, a 37-year-old coach and district manager)

Adolescents who have various problems can participate in the community and socialize through sports. By belonging to a club, they can speak to their coaches and teammates at a time of difficulty or sorrow. We want to be their new and second family.

(C, a 46-year-old coach and manager)

People become mentally stable by participating in sports and socializing. It is important not to feel alone, and be part of a community through life.

(M, a 22-year-old coach)

In the discussion of the independent socialization theory, it is mentioned that independence is demonstrated in problematic situations rather than in everyday (routine) situations. A previous finding also suggests that the work of others is important for an individual to show independence at a time of confronting problematic situations such as overcoming difficulties and recovering from setbacks (Niimi, 2018). There are various troubles and disputes that occur in the sports activities carried out by SSCs. These are regarded as being welcome, and it is even said that coaches may take initiative to trigger a trouble or dispute if there is none¹¹⁾. Listening to the SSCs, the author was also able to understand how participating adolescents independently socialize, and in overseeing such situations lies the real job satisfaction for the SSCs.

I think that being an SSC is the most beautiful job. This is because you have a front-row seat to see people change, and in a good direction. I've been able to learn how people can

11) From the 2018 interview of Mr. Schaling, an LGF headquarters staff member.

change at any time, in any direction.

(C, a 46-year-old coach and manager)

The author was able to hear many opinions appraising the effectiveness of SSCs as described above. On the other hand, there were also groups of interviewees who considered the sports activities led by SSCs to be valued merely as a part of the activities of the organization.

Sport is a powerful tool because it's fun. However, sports cannot be the only approach used for socially vulnerable people like adolescents. It is meaningful as an opportunity to practice things learned from other programs, such as self-management.

(T, a 29-year-old manager)

When it was first established, the LGF, which provides SSC training, had been carrying out activities with the aim of being involved in the HWC. It later shifted its main pillar of activities to training SSCs, regarding HWC as just one part of its many activities. The organization to which Mr. T belongs regards sports instructions provided by SSCs to be just a part of its activities: they are not defined by their involvement with HWC. In other words, even though they carry on the philosophy of HWC, the presence of the HWC tournament itself has been minimized. From another perspective, they have been able to expand the range of their target beneficiaries as a trade-off to this. At the present time, participants in sports activities led by SSCs all over the Netherlands come from various backgrounds, which is different from the days when LGF was aiming for athletes to get housing, a job and earn an income after participating in the HWC. There is much difference seen in the returnees from the LGF activities, such as a former prisoner starting a business and employing others with a similar background, a former drug addict overcoming addiction and working as a social worker, a former homeless person escaping homelessness and working for a support group for homeless people, etc. There are many who return to volunteer with the LGF activities after achieving their own goals, and it can be said that LGF's activities are characterized by non-uniform setting of goals and providing a wide variety of ways to achieve them.

5. Conclusion

The author has been able to discuss the variety of outcomes resulting from the LGF activities after listening to the SSCs that work on-site on such activities. When the LGF headquarters staff were asked about specific results and the outcome of activities at the start of the survey, individual stories, including about those participants who had gone on to become gainfully employed, repaired their relationship with family and are playing an important

role in society, came to the forefront. However, it was difficult to obtain an overall image of LGF activities from the staff. Due to this, the author made several trips to the Netherlands, sometimes listening to experts, to deepen the understanding of recent changes in Dutch society and circumstances surrounding sports, in particular the spread of SSCs and the closeness of contact with people's lives. The Netherlands ranked first in the 2013 UNICEF survey "Child Well-being in Rich Countries". It is also known as a country that adopts progressive policies, such as widespread adoption of work sharing and equal pay for equal work, decentralization of education and welfare, and enactment of the euthanasia law and same-sex marriage laws. However, the Netherlands also used to be a country with the lowest women's employment rate in Europe, faced an economic recession termed the "Dutch disease" in the 1970s, and was plagued by natural disasters (flooding) due to being a country of canals. There were times when the welfare-related budget inflated due to declining birth rate and aging of the society, and the country has also experienced a long economic recession. As a result of responding to such unavoidable challenges, the Dutch society had undergone major changes. The problems faced by individuals who fell into hard times as a result of these changes are considered problems of the society as a whole, and public and private sectors are working together to tackle them. There is now a movement to utilize sports as a powerful tool to shape a new welfare state, and it can be said that the LGF has continued to develop in a way that truly responds to the modern demands of Dutch society.

Over the course of the survey, the author was able to recognize outcomes such as increased employment, earnings, escape from homelessness and overcoming of addictions following LGF's activities. These results seemed to be grouped into either "personal changes" or "changes in human relationships." There were various visibly evident patterns to the outcomes, and this is due to the broadness of the success model in modern Dutch society. It is difficult to present the general and specific results and outcomes indicated at the start of this chapter due to the wide variety of forms of happiness of individuals.

It is effective to show the individual and specific results of activities of other participating nations in the HWC, and LGF is promoting messages that are easy to understand from iconic former athletes. This is meaningful for the public relations of the organization; and is a role model for current and future participants and SSCs of LGF activities. The philosophy and methods of LGF, which has a packaged project of training SSCs, can be adapted to changes in society, even though they yield a wide variety of returns. The author is interested to follow the activities of LGF over the long term and to verify the dissemination of the principles of LGF and SSC that evolve with changes in the society.

Acknowledgment

I would like to extend my deepest gratitude to Mr. Niels Hermens (M.Sc.) of Wageningen

University, Dr. Frank van Eekeren of Utrecht University, Ms. Junko Uchida, Mr. Masaya Kashu, Ms. Chikako Kamimukai, Mr. Sho Kawakami, Mr. Shingo Sasakura, Ms. Makiko Suzuki, and Mr. Yuichi Takeuchi for their great support and cooperation for the implementation of this study. This study has been funded by the JSPS Grant-in-Aid for Scientific Research JP15H03071.

References

- Bosscher, D. V., Shibli, S., Westerbeek, H., and Bottenburg, M. V. (2015). *Successful Elite Sport Policies: An International Comparison of the Sports Policy Factors Leading to International Sporting Success (SPLISS 2.0) in 15 nations*. London: Meyer & Meyer Sport Ltd.
- Hagiwara, G. (2014). *Building a Sport Commitment Model: Based on the relationship between the exchange of social support and the athlete's identity*, Doctoral thesis submitted to Kyushu Institute of Technology Graduate School. <http://hdl.handle.net/10228/5309> [09/24/2019]
- Hermens, N., Super, S., Verkooijen, K. T., and Koelen, M., A. (2017a). A Systematic Review of Life Skill Development through Sports Programs Serving Socially Vulnerable Youth, *Research Quarterly for Exercise and Sport*, **88**(4), 408-424.
- Hermens, N., Langen, L., Verkooijen, K. T., and Koelen, M. A. (2017b). Co-ordinated Action between Youth-care and Sports: Facilitators and Barriers. *Health and Social Care in the Community*, **25**(4), 1318-1327.
- Johnston, J., Harwood, C., and Minniti, A. M. (2013). Positive Youth Development in Swimming: Clarification and Consensus of Key Psychosocial Assets, *Journal of Applied Sport Psychology*, **24**, 392–411.
- Jones, M. I., and Lavalley, D. (2009). Exploring Perceived Life Skills Development and Participation in Sport, *Qualitative Research in Sport and Exercise*, **1**, 36 -50.
- Ministry of Education, Culture, Sports, Science and Technology (2018). Basic Plan for Sports. website of MEXT
http://www.mext.go.jp/sports/b_menu/sports/mcatetop01/list/1372413.htm [08/25/2019]
- Niimi, N. (2018). An exploratory study on the structure of independence in university athletes, *Kyoyo Kenkyu*, **25**(1), 1-7.
- NOC*NSF (2016) Sport agenda 2016. Netherland NOC/NSF,
<http://www.nocnsf.nl/cms/showpage.aspx?id=10980> [05/03/2019]
- Super, S., Verkooijen, K. T., and Koelen, M., (2018). The Role of Community Sports Coaches in Creating Optimal Social Conditions for Life Skill Development and Transferability: A Salutogenic Perspective. *Sport, Education and Society*, **23**(2), 173-185.
- Yamaguchi, S., Yamaguchi, Y., and Aoyama, M. (2016). A case study on sports policies and children's sports promotion programs in the Netherlands, *Journal of the Japanese Society of Lifelong Sports*, **3**(2), 63-74.

Yoshida, T. (1992). A vision on socialization theory in sports sociology: On independence. *Japan Journal of Physical Education, Health and Sport Sciences*, **37**(3), 255-267.

